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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to creating and performing original artistic presentations. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write, direct, and stage three dramatic scenes; (2) create and maintain a playbook (an informal record of playwrighting ideas and related information); (3) create two play drafts and a final working script; and (4) provide an explanation of the playwrighting process. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Arts: Arts Creation & Performance

Level: High School

Title of Package/Activity: The Playwright

Summary Statement of Content Standard:

Create and/or perform original artistic presentations in dance, creative writing, music, theater, visual arts, literary arts or media arts.

Description of Student Performances:

Task 1: Write, direct and stage three dramatic scenes. Each scene has a specific focus:

Scene #1 - Use dialogue to reveal character and information

Scene #2 - Use dialogue to convey conflict

- Importance of setting

Scene #3 - Use physical action to support dialogue

Task 2: Create and maintain a playbook - an informal record of playwrighting ideas and related information.

Include preliminary ideas about:

setting, environment

characters

conflict

dialogue

stage directions.

Task 3: Create two play drafts and a final working script.

Task 4: Provide an explanation of your playwrighting process.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria

4 - Performance on this standard achieves and exceeds expectations of high standard work.

3- Performance on this standard meets the expectations of high standard work.

2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.

1 - Work on this standard has been completed, but performance is substantially below high standard level.

No package score is recorded until ALL parts of the package have been completed.

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PERFORMANCE PACKAGE TASK 1
The Playwright

Content Standard: Arts: Arts Creation & Performance

Level: High School

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of the art form

Product(s):

- Write, stage and direct three original dramatic scenes

Task Description:

CREATING SCENES

- Scene #1 - Explore the nature of everyday speech as a way of reflecting character and revealing information. Observe and record overheard snatches of dialogue that interest you over a 24 hour period. Use these fragments to create a scene that:
- captures the flavor of oral speech in a dialogue between characters
 - reveals important information about the characters.
- Scene #2 - Involve three characters in an argument. Select a setting/environment that contributes to the drama of the conflict.
- Scene #3 - Create a scene that integrates significant physical action with dialogue so that:
- character's movements support the dialogue
 - visual arrangements of characters emphasize conflict and relationships.

Special Notes:

This package can be offered in the same course as Play Directing. Tasks #1 and #4 can be offered for both writers and directors.

PERFORMANCE PACKAGE TASK 1
The Playwright

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes

N=Needs Improvement

Student

Teacher

Scene #1

<u> </u>	Significant information about the characters is revealed through speech.	<u> </u>
<u> </u>	Background information is presented through the dialogue.	<u> </u>
<u> </u>	Dialogue is believable.	<u> </u>

Scene #2

<u> </u>	Setting supports conflicts in the scene.	<u> </u>
<u> </u>	Disagreement/conflict is clearly presented through the dialogue.	<u> </u>
<u> </u>	Multiple perspectives are presented.	<u> </u>

Scene #3

<u> </u>	Movements emphasize the lines that accompany them.	<u> </u>
<u> </u>	Action contributes to the drama of the scene.	<u> </u>
<u> </u>	Character placement creates interest.	<u> </u>

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 2 The Playwright

Content Standard: Arts: Arts Creation & Performance

Level: High School

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of the art form
2. Understand how works of art are structured for a variety of functions

What students should do:

1. Create and/or perform advanced works in dance, literary arts, music, theater, visual arts, or media arts:
 - a. demonstrate elements and skills of art form

Product(s):

- Create and maintain a playbook in which you record preliminary ideas, background information, related materials and notes regarding revisions. The playbook provides an important resource for your work in progress.

Task Description:

Playbook:

Keeping a record of ideas and information is an important part of the playwrighting process. The playbook provides an essential resource for generating script material. The playbook should include:

- ideas about setting - how does the setting contribute to the ideas/conflict
- preliminary character sketches - selecting people you want to write about
- possible dramatic conflicts
- initial stage directions
- experiments with dialogue
- background information - could include time, place and characters.

PERFORMANCE PACKAGE TASK 2
The Playwright

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes

N=Needs Improvement

<u>Student</u>		<u>Teacher</u>
_____	Includes a variety of preliminary ideas (conflict, setting, plot) about the play.	_____
_____	Includes a variety of strategies for developing character, relationship between characters, motivation/intent.	_____
_____	Identifies a dramatic conflict clearly and includes extensive ideas for developing the conflict in the script.	_____
_____	Clearly considers a variety of stage directions that demonstrate character intent/motivation.	_____
_____	Shows evidence of extensive experiments with dialogue.	_____
_____	Describes a variety of possible settings.	_____
_____	Includes a variety of ideas for developing background information relevant to characters, conflict, and setting.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 3

The Playwright

Content Standard: Arts: Arts Creation & Performance

Level: High School

Specific Statement(s) from the Standard:

What students should do:

1. Create and/or perform advance works in dance, literary arts, music, theater, visual arts, or media arts:
 - a. demonstrate elements and skills of art form
 - b. communicate intent
 - c. demonstrate a personal voice
 - d. present a range of work
 - e. demonstrate a sense of an artistic whole
 - f. demonstrate a consideration of audience

Product(s):

- Preliminary draft, final draft, and working script of a short, original play

Task Description:

Generating preliminary drafts of a piece of writing is essential to the writing process.

Preliminary draft - Initially, the first draft is an attempt to construct a framework for your play. You will want to find answers to a series of pivotal questions:

1. Where is the action going to take place?
2. How important a role is the setting/environment going to have in the development of the story?
3. Who are the people that you want to write about?
4. What is their relationship to one another?
5. What brings them together?
6. What is the question, issue, dilemma, problem that the play attempts to solve?
7. What are the various perspectives on this issue?
8. What is the most effective, dramatic way to present this conflict to the audience?
9. What actions should be integrated?
10. What directions do the characters need?

PERFORMANCE PACKAGE TASK 3

The Playwright

Task Description, continued

Second draft - At this stage, you will have answered most of the questions asked in your preliminary draft. In this draft, you need to focus on:

1. expansion of characterization
2. dialogue development
3. obstacles to the resolution of the conflict
4. alternative resolutions to the conflict
5. transitions in time and place
6. integrating appropriate actions

Working script - This is the final product. In addition to the work done in the first two drafts, this final stage in the writing process should also include:

1. Exposition:
 - a. what happened in the story before the play begins?
 - b. historical/cultural background - time, place and in some cases, characters.
2. Staging directions:
 - a. instructions regarding costumes, props, make-up, lighting and sound
 - b. comments on staging and set design.

PERFORMANCE PACKAGE TASK 3
The Playwright

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes

N=Needs Improvement

<u>Student</u>		<u>Teacher</u>
_____	Setting/environment is clearly described.	_____
_____	Setting/environment relates to the action and/or characterization.	_____
_____	Script clearly explains what brings these characters together in this particular place and time.	_____
_____	Script clearly establishes the relationships between the characters.	_____
_____	Characters are believable.	_____
_____	Dialogue effectively communicates character traits, information and motivation for behaviors.	_____
_____	Conflict is explored from a variety of character's perspectives.	_____
_____	Conflict is developed through dialogue, action and setting.	_____
_____	Action supports the dialogue.	_____
_____	Dialogue advances the plot.	_____
_____	Resolution is a logical result of conflict and dialogue.	_____
_____	Stage directions provide specific instructions for actors/directors.	_____
_____	Historical and/or cultural exposition provides sufficient background for the actors.	_____
_____	Instructions for staging enhance conflict and characterization.	_____
_____	Script is formatted appropriately.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 4 The Playwright

Content Standard: Arts: Arts Creation & Performance

Level: High School

Specific Statement(s) from the Standard:

What students should do:

1. Create and/or perform advanced works in dance, literary arts, music, theater, visual arts, or media arts:
- b. communicate intent
- e. demonstrate a sense of an artistic whole
- f. demonstrate a consideration of audience
- g. use multiple sources for critique and feedback

Product(s):

- An explanation of the playwrighting process

Task Description:

In a conference with the teacher, you will evaluate your production. Include the following points in your discussion:

- the effectiveness of your production.
- areas of strength and weakness in writing decisions.
- a concrete plan that highlights specific strategies and goals for future playwrighting endeavors in connection with this play.

Special Notes:

(Special thanks to Barbara Morin and Tory Peterson from MN Center for Arts Education [6125 Olson Memorial Highway, Golden Valley, MN 55422] for their initial contribution.)

PERFORMANCE PACKAGE TASK 4
The Playwright

FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes

N=Needs Improvement

Student

Teacher

_____	Reports significant decisions regarding the writing of the play.	_____
_____	Clearly and realistically assesses present strengths and weaknesses of the production.	_____
_____	Constructs an achievable work plan for future use.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):



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